DOCUMENT RESUME

ED 176 442 EC 120 426

AUTHOR Mazzulo, Mariann C.
TITLE The IEP.
INSTITUTION Mount Pleasant-Blythedale Union Free School District, Valhalla, N.Y.
PUB DATE 1 May 79
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Definitions; *Educational Legislation; Educational Objectives; Elementary Secondary Education; *Handicapped Children; *Individualized Programs; School Districts; State Legislation
IDENTIFIERS Chapter 853 (New York State Education Law); *Education for All Handicapped Children Act; New York

ABSTRACT

The paper explores aspects of an individualized educational program (IEP) for use with handicapped school age children. An IEP is defined, the target group established, and components of the IEP are outlined. Some of the philosophical and legislative background for the IEP are discussed and its place within the school district framework is examined. Steps in the planning of an IEP are enumerated and six statements limiting the scope of the IEP are offered. The components of an IEP, such as a profile statement with priority goals and short term objectives with specific evaluative conditions and criteria, are listed. Definitions from the Education for All Handicapped Children Act (Public Law 94-142) and Chapter 853 (New York State Education Law) and related services mandated by law are quoted. A sample IEP form from a local school district and a list of areas for instructional goals are included. (PHR)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED176442

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# THE IEP

by

Mariann C. Mazzullo, Ph.D.
Superintendent of Schools

Mt. Pleasant Blythedale
Union Free School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mariann C. Mazzullo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

© May 1, 1979

EC 120 426

## INDIVIDUALIZED EDUCATIONAL PROGRAM

(IEP)

DEFINITION:

- Individualized means the program must be addressed to the educational needs of a single child.
- Education means that the program is limited to those elements that are specifically special education and related services.
- Program indicates a statement of what will actually be provided to the child (as distinct from a plan which provides guidelines).

| | |
|---|---|
| WHAT: | A written statement for each handicapped child. |
| WHEN: | Developed in any meeting. |
| WHO: | A representative of the local education agency who is qualified to provide or supervise the provision of special education...<br><br>The teacher or teachers of the child...<br><br>The parents or guardian...<br><br>The child, whenever appropriate. |

## SPECIFIC COMPONENTS OF THE IEP

A. A statement of the present levels of educational performance of the child.

B. A statement of annual goals, including short-term instructional objectives.

C. A statement of the specific educational services to be provided to the child, and the extent to which he/she will be able to participate in regular educational programs.

D. The projected date for initiation and anticipated duration of such services.

E. Appropriate objective criteria and evaluation procedures and schedules for determining whether instructional objectives are being achieved (on at least an annual basis).

## SOME THOUGHTS ON PHILOSOPHICAL AND LEGISLATIVE FOUNDATIONS OF INDIVIDUALIZED EDUCATIONAL PROGRAMS FOR THE HANDICAPPED

A. Philosophical Foundations

- Individualized educational program effectively designed and implemented will increase student learning outcomes as a function of:

  . . . specific knowledge of the child's present level of educational performance

  . . . specifically designed plans and programs to meet the individual's needs

  . . . specifically designed instructional strategies and materials to meet the individual's needs

  . . . specifically designed opportunities for integration with the nonhandicapped to meet goals of preparation for/implementation of community living

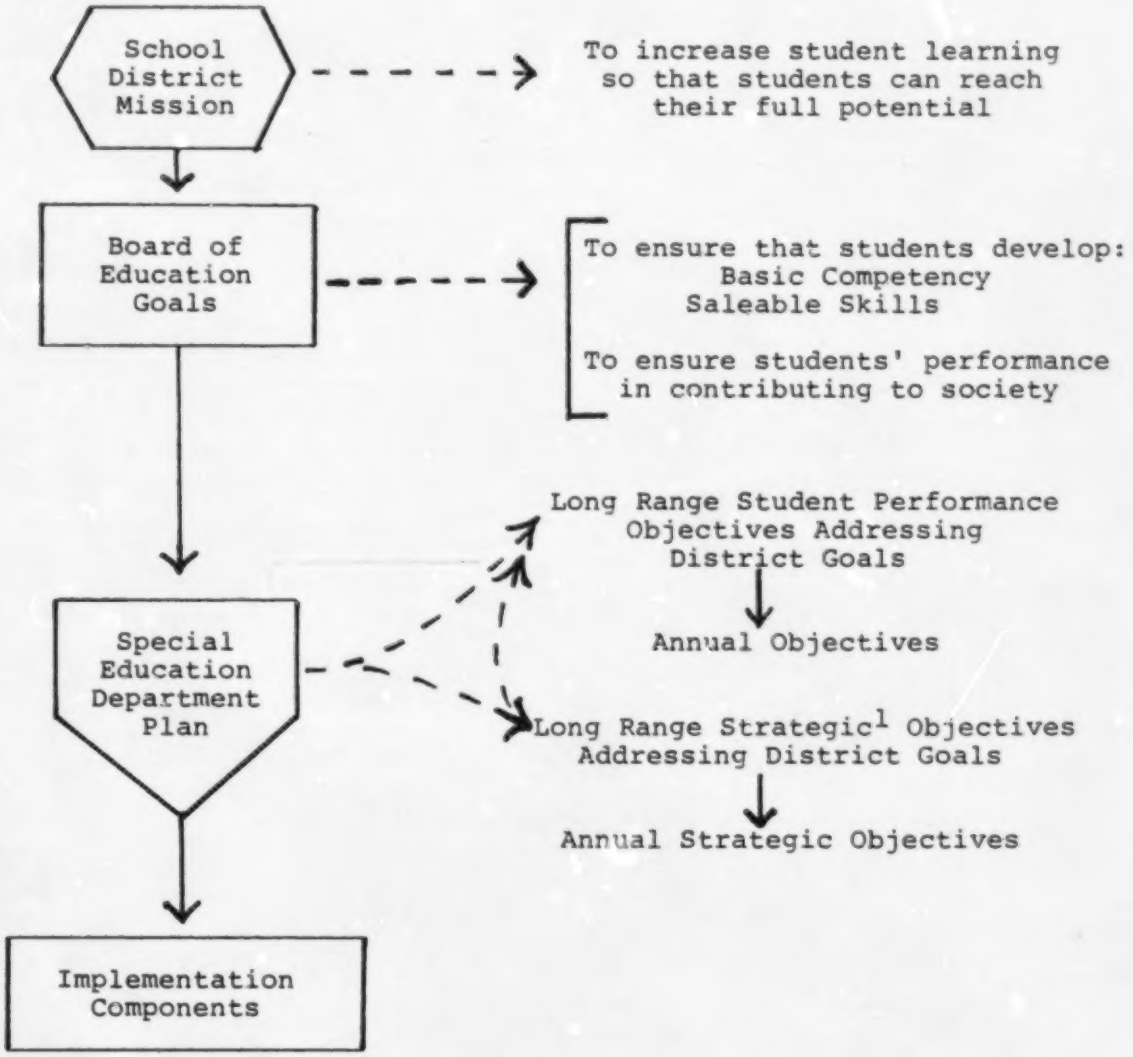
  . . . specifically identified monitoring of service (beginning and ending dates)

  . . . specifically designed evaluation procedures including at least an annual summative review

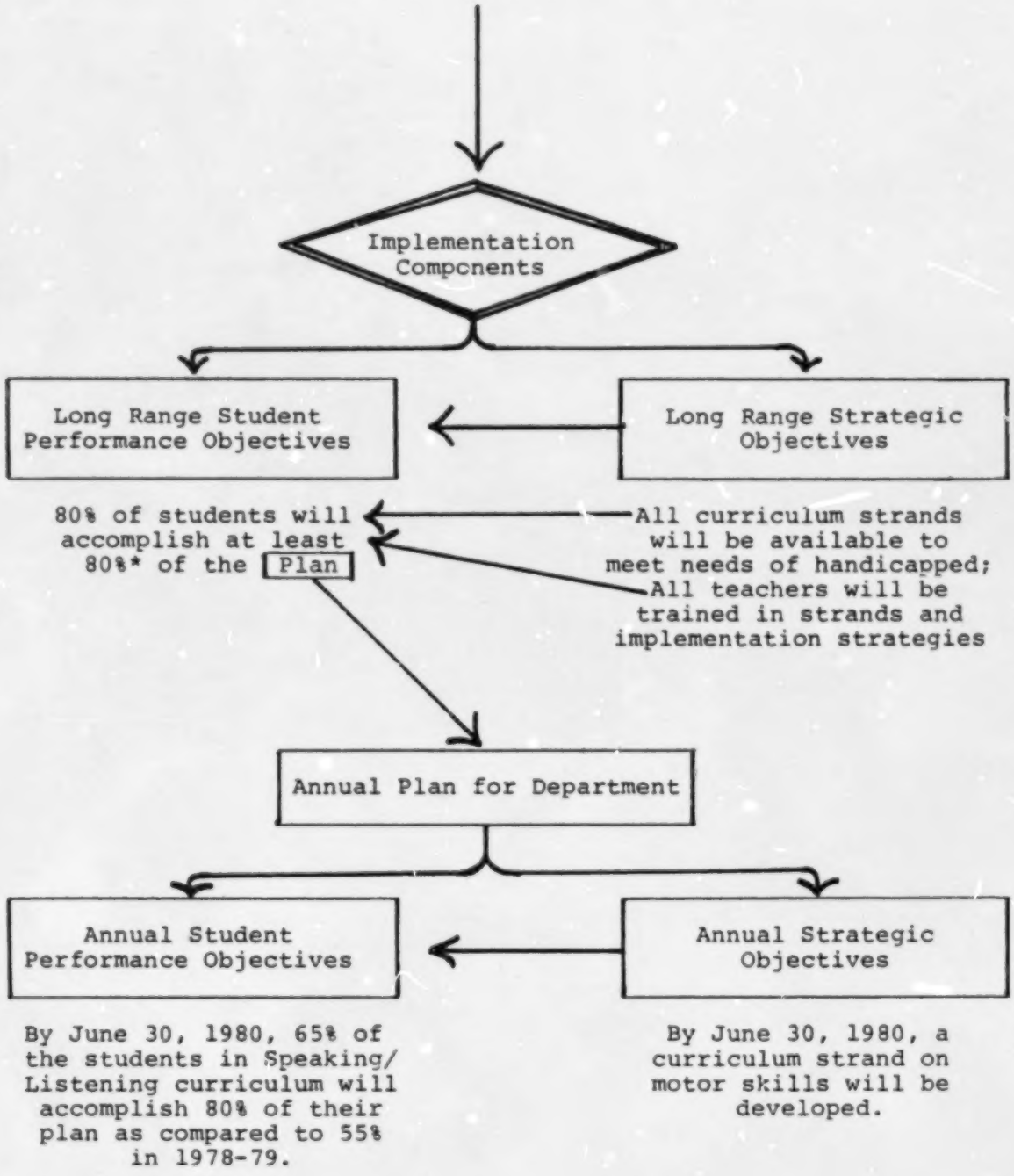
  . . . multidisciplinary approach to development of the above

  . . . parent (and child as appropriate) participation and commitment to its implementation

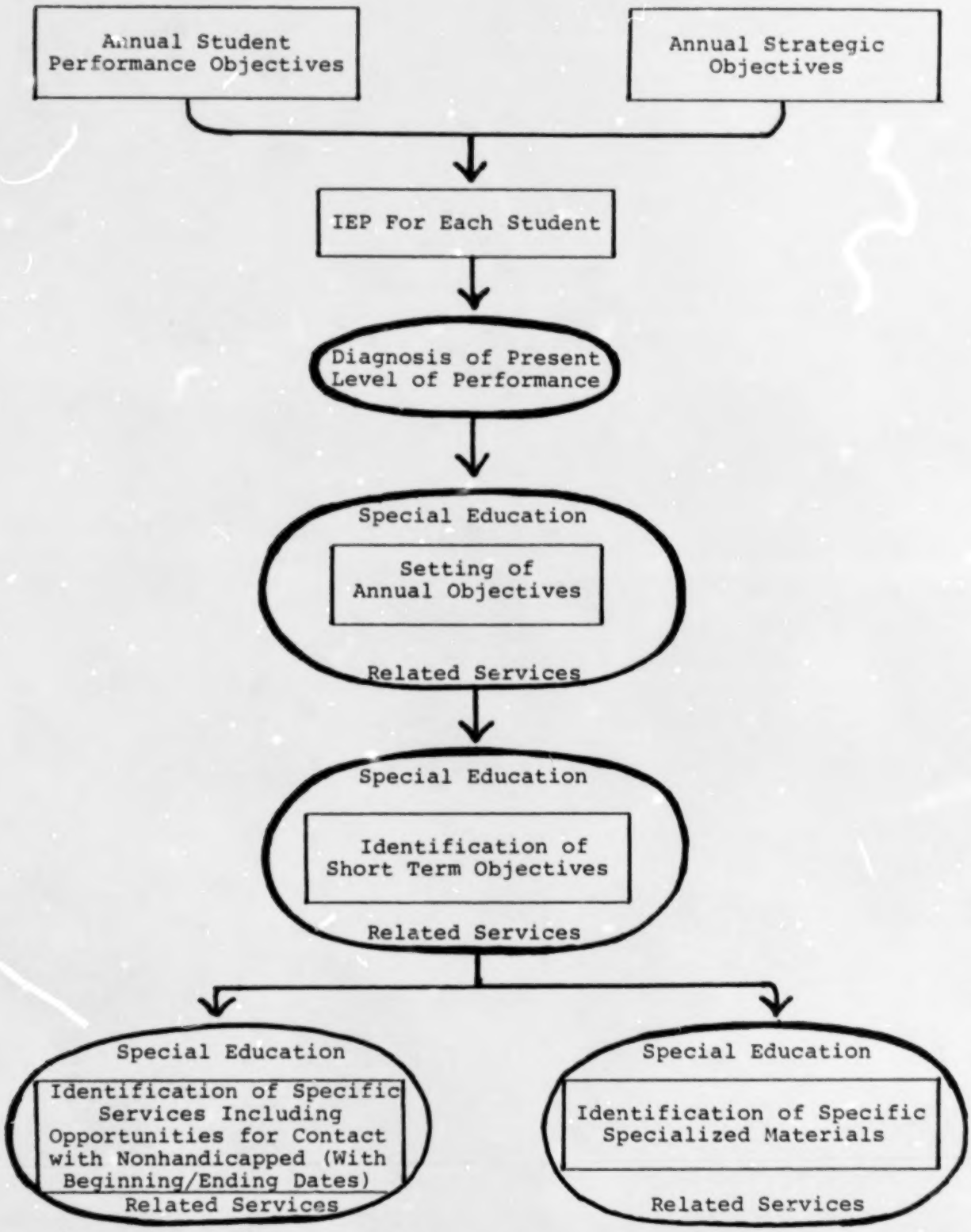
- The written Individualized Educational Program is a critical central management tool: a significant component of the overall district framework.

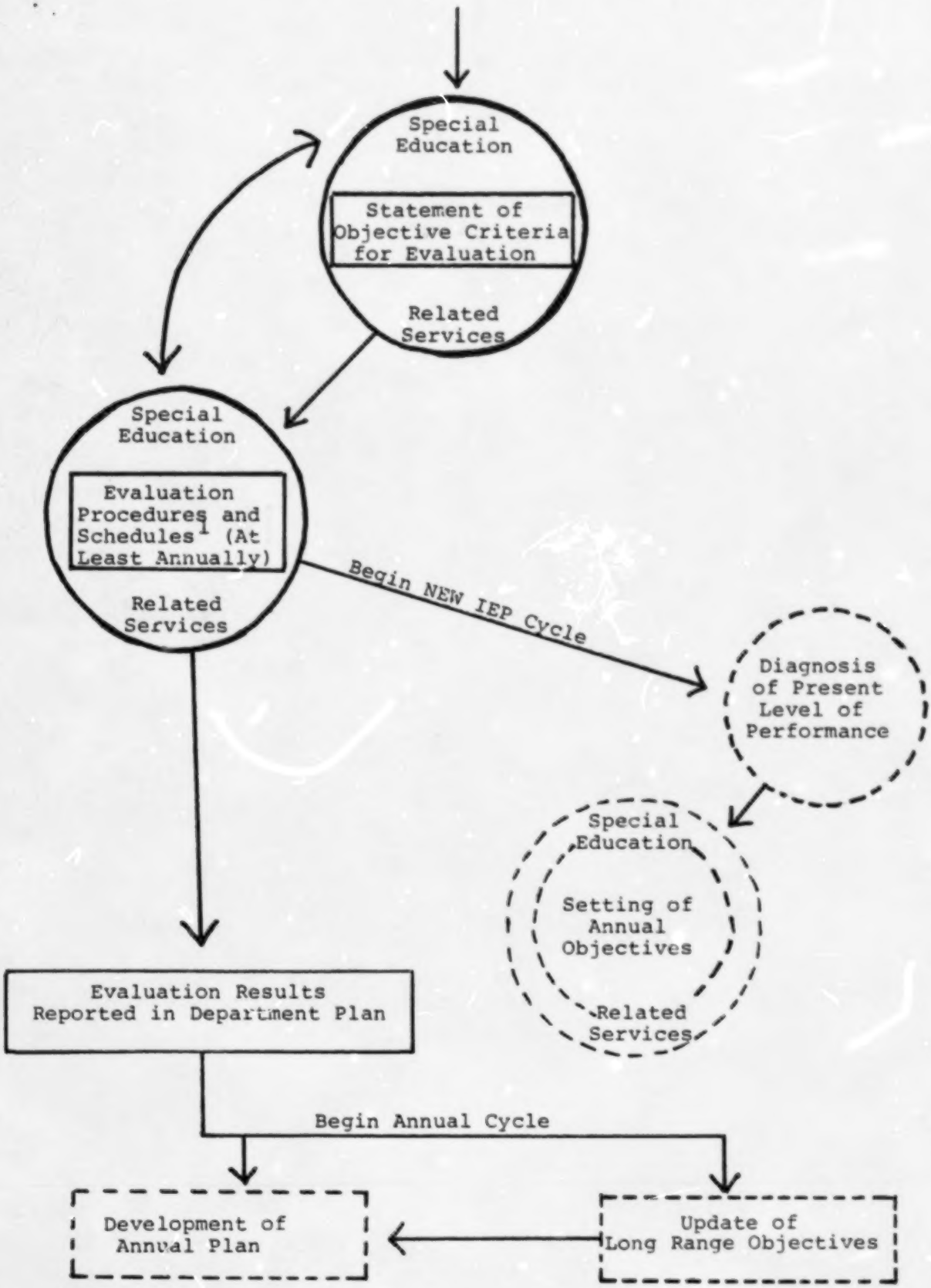

School District Mission
To increase student learning so that students can reach their full potential
Board of Education Goals
To ensure that students develop:
Basic Competency
Saleable Skills
To ensure students' performance in contributing to society
Long Range Student Performance Objectives Addressing District Goals
Annual Objectives
Special Education Department Plan
Long Range Strategic[1] Objectives Addressing District Goals
Annual Strategic Objectives
Implementation Components

[1]Enabling objectives to student performance objectives


Implementation Components
Long Range Student Performance Objectives
Long Range Strategic Objectives
80% of students will accomplish at least 80%* of the Plan
All curriculum strands will be available to meet needs of handicapped; All teachers will be trained in strands and implementation strategies
Annual Plan for Department
Annual Student Performance Objectives
Annual Strategic Objectives
By June 30, 1980, 65% of the students in Speaking/ Listening curriculum will accomplish 80% of their plan as compared to 55% in 1978-79.
By June 30, 1980, a curriculum strand on motor skills will be developed.

*Mastery criterion


Annual Student Performance Objectives
Annual Strategic Objectives
IEP For Each Student
Diagnosis of Present Level of Performance
Special Education
Setting of Annual Objectives
Related Services
Special Education
Identification of Short Term Objectives
Related Services
Special Education
Identification of Specific Services Including Opportunities for Contact with Nonhandicapped (With Beginning/Ending Dates)
Related Services
Special Education
Identification of Specific Specialized Materials
Related Services




[1]Includes update schedules.

B. Legislative Foundations

- Committment to development of observable student learning as a function of:

  . . . financial resources applied

  . . . quality of services rendered

  . . . quantity of services rendered

  . . . time resource allocations

- Federal and state monies have been appropriated to address this commitment

  . . . ESEA 1965

  . . . PL 89-313

  . . . PL 94-142

- Specific student monitoring procedures implemented to ensure cost efficiency and effectiveness of resources applied.

  . . . Reports on annual and semi-annual basis to identify student growth

  . . . Projects developed on basis of needs assessment

  . . . Funding/refunding dependent on value of project for specific student populations

- Demand for Federal, State and Local accountability (management and auditing requirements) for resources expended as it relates to student growth.

- Guarantee of availability of appropriate public special education and related services to the handicapped who require such.

- Commitment to assuring fairness (procedural safeguards).

- Commitment to assuring appropriateness in decision-making (Committee on the Handicapped) re: services to the handicapped.

## PLANNING THE IEP

A. PHASE I

- Following Committee on the Handicapped determination of student as having a handicapping condition, the Committee on the Handicapped (with parent):

  . . . Determines priority goals

  . . . Determines services required to meet priority goals

## PLANNING THE IEP

B. Phase II

- Following Phase I, parent, teacher(s), special education supervisor and as appropriate, the child, meet to:

  . . . Share and state present levels of educational performance

  . . . Share and state annual goals and short term instructional objectives in appropriate special education and related services areas

  . . . Share and state specifics of service delivery relative to goals and objectives including:

  ] Identification of specialized materials

  ] Identification of beginning and ending dates for each service

  ] Identification of strategies/opportunities for contact with the nonhandicapped

  ] Share and state appropriate objective criteria for objectives identified

  ] Share and state evaluation procedures and schedules (no less than annual schedules)

## THE IEP DOCUMENT

| WHAT IT IS | WHAT IT IS NOT |
| --- | --- |
| • A clear statement of a program plan for the child | • A contract for guaranteed student performance |
| • A statement of program plan for those who by function of a disability require special education and related services | • A guarantee for all related services available (BUT rather a specification of those related services that are required to "assist a handicapped student to benefit from special education") |
| • A statement of a plan for specifically designed instruction | • A guarantee of in all cases one to one or individual instruction |

## THE IEP DOCUMENT

| WHAT IT IS | WHAT IT IS NOT |
| --- | --- |
| • A management device linking the child and appropriate services | • A document developed to correspond to services available in the educational setting |
| • A program statement for appropriate special education and related services | • A program statement for ideal special education and related services |
| • A program statement for reflecting services needed | • A program statement reflecting services available |

# THE IEP

## A SAMPLE

CHARACTERISTICS

- Levels of Specificity
  1. Profile statement with priority goals
  2. Annual goals and/or curriculum area benchmarks
  3. Short term objectives with specific evaluative conditions and criteria

- Components of Document
  1. *Mandated by Chapter 853*
  2. Nonmandated but facilitative to better understanding of program

CHARACTERISTICS

- Management/Monitoring Options

  I. A. Learning Management System: Majority of objectives in the IEP are selected from curricula sequences

  B. Objectives created outside of curricula sequences

  II. A. Progress against objectives: computer managed

  B. Progress against objectives: hand managed

## THE HANDICAPPED CHILD AS DEFINED BY PUBLIC LAW 94-142

"....mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who, by reason thereof, require special education and related services."

## SPECIAL EDUCATION AS DEFINED BY PUBLIC LAW 94-142

"....specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions."

## RELATED SERVICES AS DEFINED BY PUBLIC LAW 94-142

"....transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children."

## THE IEP AS DEFINED BY PUBLIC LAW 94-142

"....a written statement for each handicapped child developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include:

(A) a statement of the present levels of educational performance of such child,

(B) a statement of annual goals, including short-term instructional objectives,

(C) a statement of the specific educational anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

## THE HANDICAPPED CHILD AS DEFINED BY CHAPTER 853

"A handicapped child means a person under the age of twenty-one who is entitled to attend public schools pursuant to section thirty-two hundred two of this chapter, and who, because of mental, physical or emotional reasons can receive appropriate educational opportunities from special services and programs to include, but not limited to, transportation, and the special services and programs delineated in subdivision two of this section."

## SPECIAL SERVICES OR PROGRAMS AS DEFINED BY CHAPTER 853

"....special services or programs shall mean the following:

a. Special clsses, part-time programs, resource rooms, alternate learning centers, home instruction and special teacners to include itinerant teachers and pupil services as provided by the schools of the district of residence.

b. Contracts with other districts for special services or programs.

c. Contracts with or special services or programs provided by boards of cooperative educational services.

d. Contracts with private non-residential schools which have been approved by the commissioner and which are within the state for special services or programs.

e. Contracts with private non-residential schools which have been approved by the commissioner and which are outside of the state for special services or programs.

f. Contracts with private residential schools which have been approved by the commissioner and which are within the state for special services or programs.

g. Contracts with private residential schools which have been approved by the commissioner and which are outside the state for special services or programs.

h. Appointment by the commissioner to a state or state-supported school in accordance with article eighty-five, eighty-seven or eighty-eight of this chapter."

## SPECIAL EDUCATION AS DEFINED BY CHAPTER 853

"Special education means specifically designated instruction at no cost to the parent to meet the unique needs of a handicapped child, including special class instruction, resource program instruction, instruction in physical education and home instruction."[1]

---

[1]Amendment to the Regulations of the Commissioner of Education, Part 200, Section 200.1t.

## RELATED SERVICES AS DEFINED BY CHAPTER 853

"Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, parent counseling and training."[1]

---

[1]Amendment to the Regulations of the Commissioner of Education, Part 200, Section 200.1s.

## THE IEP AS DEFINED BY CHAPTER 853

"Individualized education program means a written statement of special education and related services for a handicapped child."[1]

---

[1] Amendment to the Regulations of the Commissioner of Education, Part 200, Section 200.1u.

MT. PLEASANT BLYTHEDALE UNION FREE SCHOOL DISTRICT

INDIVIDUALIZED EDUCATION PROGRAM 19__ - 19__ [1]

| | |
|---|---|
| Parent or Guardian: _____ | Pertinent Health Data: _____ |
| Home Address: _____ | _____ |
| Phone: _____ _____ | _____ |
| *Dominant Language at Home:* _____ | _____ |
| Home School District: _____ | _____ |
| *Current Placement:* _____ | _____ |

EDUCATIONAL PROFILE:

PRIORITY EDUCATIONAL GOAL:

| | |
|---|---|
| Mt. Pleasant Blythedale Union Free School District<br>Bradhurst Avenue<br>Valhalla, New York 10595<br><br>(914) 592-7555 | Name Plate<br>Child's Name: _____<br>Date of Birth: _____<br>Date of Admission: _____ |

*Italics indicate State mandated.*

[1]Source of the IEP form format: Southern Westchester BOCES, 17 Berkley Drive, Port Chester, NY.

## SCHOOL INFORMATION

| CURRENT YEAR 19___ | END OF YEAR 19___ |
|---|---|
| *INTEGRATION - OPPORTUNITIES WITH NONHANDICAPPED*<br>*AREAS OF ASSIMILATION: (Check)*<br>*Academic (Off Site)* _____<br>*% of Time* _____<br>*Vocational (Off Site)* _____<br>*% of Time* _____<br>*Other:* _____ | *INTEGRATION - OPPORTUNITIES WITH NONHANDICAPPED*<br>*AREAS OF ASSIMILATION: (Check)*<br>*Academic (Off Site)* _____<br>*% of Time* _____<br>*Vocational (Off Site)* _____<br>*% of Time* _____<br>*Other:* _____ |
| FORMAL TESTING<br>Reading Test / Score / Date<br>1. _____ ____ ____<br>2. _____ ____ ____<br>Teacher Estimate Current Functioning Level: _____<br>Math Test / Score / Date<br>1. _____ ____ ____<br>2. _____ ____ ____<br>Teacher Estimate Current Functioning Level: _____ | FORMAL TESTING<br>Reading Test / Score / Date<br>1. _____ ____ ____<br>2. _____ ____ ____<br>Teacher Estimate Current Functioning Level: _____<br>Math Test / Score / Date<br>1. _____ ____ ____<br>2. _____ ____ ____<br>Teacher Estimate Current Functioning Level: _____ |
| OTHER RELEVANT TEST DATA<br>Area / Test / Score / Date<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____ | OTHER RELEVANT TEST DATA<br>Area / Test / Score / Date<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____ |
| *RELATED SERVICES TO SUPPORT EDUCATIONAL PLAN*<br>*Area / Ind/Gr / Times/ Week / Minutes/ Session*<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____ | *RELATED SERVICES TO SUPPORT EDUCATIONAL PLAN*<br>*Area / Ind/Gr / Times/ Week / Minutes/ Session*<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____<br>____ ____ ____ ____ |
| PROFESSIONAL PERSONNEL ASSIGNED<br>Teacher: _____<br>Principal: _____<br>Social Worker: _____<br>Psychologist: _____<br>Therapists:<br>Physical: _____<br>Occupational: _____<br>Speech: _____<br>Other: _____ | PROFESSIONAL PERSONNEL ASSIGNED<br>Teacher: _____<br>Principal: _____<br>Social Worker: _____<br>Psychologist: _____<br>Therapists:<br>Physical: _____<br>Occupational: _____<br>Speech: _____<br>Other: _____ |

*Italics indicate State mandated.*

cle
5/31/79

EDUCATIONAL INFORMATION

AREA: _____

| PRESENT LEVEL OF PERFORMANCE: BASED ON: | STRENGTHS AND/OR WEAKNESSES (Indicate best learning modalities or style) |
|---|---|
| | |

ANNUAL GOALS:

INSTRUCTIONAL OBJECTIVES RELATED TO: _____ (Area)

ANNUAL GOAL #: _____

Initiated: _____ Completed: _____

Progress: _____

_____

_____

ANNUAL GOAL #: _____

Initiated: _____ Completed: _____

Progress: _____

_____

_____

ANNUAL GOAL #: _____

Initiated: _____ Competed: _____

Progress: _____

_____

_____

SPECIFIC METHODS AND MATERIALS

*Italics indicate State mandated.*

AREA: _____

| ANNUAL GOAL #: _____ | SPECIFIC METHODS AND MATERIALS |
|---|---|
| *Initiated:* _____ *Completed:* _____<br>Progress: _____ | |
| ANNUAL GOAL #: _____ | |
| *Initiated:* _____ *Completed:* _____<br>Progress: _____ | |
| ANNUAL GOAL #: _____ | |
| *Initiated:* _____ *Completed:* _____<br>Progress: _____ | |
| ANNUAL GOAL #: _____ | |
| *Initiated:* _____ *Completed:* _____<br>Progress: _____ | |

*Italics indicate State mandated.*

## SUMMARY INFORMATION

JOINT SUGGESTIONS FOR REINFORCEMENT ACTIVITIES AT HOME/HOSPITAL:

_____

_____

_____

_____

_____

*IEP CONFERENCE DATE:* _____ LOCATION: _____

*ATTENDING:* *TITLE OR RELATIONSHIP:*

_____ _____

_____ _____

_____ _____

_____ _____

_____
*Supervisor of Special Education Signature*

_____
*Teacher Signature*

_____
*Parent Signature*

_____
*Date*

SUMMARY OF INSTRUCTIONAL OBJECTIVES
(JUNE _____)

| | # of Objectives Planned | % of Objectives Achieved |
|---|---|---|
| Reading | _____ | _____ |
| Math | _____ | _____ |
| Personal/ Social | _____ | _____ |
| Other | _____ | _____ |

*Italics indicate State mandated.*

## AREAS OF INSTRUCTIONAL GOALS

Reading
Mathematics
Writing
Speaking/Listening
Science
Social Studies
Activities of Daily Living
Motor Skills
Personal/Social
Vocational